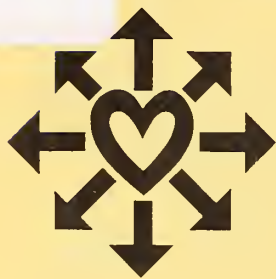


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The
Volunteer
Dimension
in
EFNEP

Matching Jobs with Volunteers

LESSON 2

FEB 12 1993

PURPOSES OF THE LESSON

Matching volunteers with the job to be done will encourage a more positive attitude toward volunteering and make nonpaying jobs more satisfying.

This lesson will help the Extension staff—

- Identify jobs volunteers might do in EFNEP
- Devise a classification for types of volunteers
- Understand the volunteer's job
- Understand the concept of "volunteer leadership levels"
- Develop job descriptions for EFNEP volunteers

The EFNEP staff should begin by analyzing the work to be done and the people available to do the job. Decide on—

- Specific tasks and responsibilities
- Number of volunteers needed
- Current and potential skills, knowledge, and interests of each volunteer
- Amount of support and training needed by volunteers.

After identifying EFNEP tasks to be delegated to volunteers, it may be helpful to categorize the jobs by type. Each county could devise or adapt a classification that meets its own needs.

TYPES OF VOLUNTEERS

Instructional

The volunteer in an instructor's role may do the following:

- Teach food and nutrition and related subject matter to EFNEP youth and adults.
- Serve as consultant on food buying for

EFNEP program homemakers in food stores.

- Give demonstrations on food selection and meal planning to help program families make the most efficient use of food stamps or other resources.
- Assist an experienced volunteer or professional with food demonstrations or in-service training for volunteers
- Help homemakers with language barriers.
- Visit homemakers who have "graduated" from the program. This will encourage them to continue learning about food and nutrition, and to become involved in other Extension programs.

Clerical

The volunteer in a clerical role may—

- Assist with typing, newsletters, mailing, publicity, recordkeeping, writing reports, filing, etc.
- Prepare teaching materials, posters, exhibits, and other visuals.
- Serve on telephone committees to arrange group meetings, camps, appointments with potential recruits, and to help evaluate volunteer efforts.

Recruiter

The recruiter may—

- Serve as a contact or "communication link" between professional EFNEP staff and the target audience.
- Identify prospective EFNEP homemakers, youth, and volunteers.
- Invite homemakers and youth to attend EFNEP meetings.

Organizational

The volunteer interested in organizing may—

- Organize EFNEP youth or adult group meetings
- Set up exhibits to publicize EFNEP
- Arrange weekend nutrition camps for EFNEP families or youth
- Prepare a list of local agencies for referrals and emergencies
- Arrange for use of meeting places
- Obtain or provide sites for field trips, displays and exhibits.

Publicity and Public Relations

The volunteer for public relations work may—

- Contact the Extension advisory council, homemakers clubs, community leaders
- Work through other organized groups
- Use mass media: TV, radio, and newspapers to develop awareness of EFNEP.

Financial

The volunteer helping with finances may provide funds for the following:

- Transportation to special events, such as camps or club meetings
- Scholarships to send selected youth to 4-H events
- Banquets, awards, tours, special lunches
- Training for adult volunteers and teen leaders
- Food for refreshments beyond that used for demonstrations
- Garden seed and supplies
- Pressure canners and equipment.

Other Volunteer Services

Volunteers provide many other types of services. For instance, they may—

- Babysit for other volunteers
- Serve on advisory, planning, or evaluation committees
- Help with field trips
- Obtain permission slips (signed by parents) for youth to attend camp, ride in someone else's car, or take part in other activities
- Handle details of housekeeping and physical arrangements for meetings.

SUGGESTIONS FOR THE INSTRUCTOR

This lesson may be used to train county professional staff or others who are going to identify and recruit volunteers for EFNEP.

1. Read: *Volunteers—A Challenge for Extension Workers—Developing Volunteer Leaders from Disadvantaged Families*. Extension Service, U.S. Department of Agriculture, 1971.

2. Review county EFNEP plan of work for 4-H and the adult phase of the program. For the activities in this lesson, select one to five line items from your plan of work that could involve volunteers in EFNEP.

3. Read one or more articles, bulletins, or books about volunteer involvement or job descriptions.

4. Be prepared to explain the following to the participants:

- *Brainstroming technique*, which may be used to help compile a list of jobs volunteers could do in EFNEP.
- *Classification of jobs*
- “*Levels of leadership*,” as stated in *Volunteers—A Challenge for Extension Workers*
- *How to prepare a job description*.

SUGGESTED CLASS ACTIVITIES

Activity 1—Brainstorming

The group can use “brainstorming” for ideas on the kinds of jobs volunteers can do.

Brainstorming is a technique used to induce one person or a number of people to “attack or storm” a problem with a maximum number of ideas in the shortest possible time. This strategy stimulates thinking and encourages free introduction of ideas on an unrestricted basis without regard to feasibility. Encourage “freewheeling.” Wild ideas are sometimes the best ones. Everyone is encouraged to build upon or modify the ideas of others. Hitchhiking on ideas of others is welcome. Brainstorming can improve group morale.

Elect one person to enforce the rules of brainstorming.

No judging, criticizing, or evaluating is allowed during brainstorming. Do not judge whether or not an idea will or will not work.

Divide participants into small groups. Each

group selects a reporter to record ideas. Using the brainstorming technique, have each group list jobs that volunteers might do in EFNEP. Let the first group with 30 ideas prepare a visual report on newsprint or a chalkboard. The other groups add to the list.

Initiate a discussion on selecting the most useful or practical ideas. How well were the brainstorming rules followed?

Activity 2—Job Classification

Using the list of jobs identified by brainstorming, separate them into categories, according to the type of volunteer job (such as recruiter, instructor, etc.).

Activity 3—Levels of Leadership

Present the “levels of leadership” as given in the booklet, *Volunteers—A Challenge for Extension Workers*. Group members now assign a “level of leadership” to each category of job previously selected in activity 2. Some jobs can be classified in more than one level, depending on the job responsibility delegated to the volunteer.

Activity 4—Job Descriptions

Job descriptions must be handled with care. They should not be so confining that they jeopardize individual initiative, but they should be specific and clear concerning responsibilities and time requirements. Choose one high-priority job from each “leadership level” listed by the group in activity 3. Write a job description for *each of the three jobs selected*. Include the following in each description:

- Job title
- Purpose of job
- Description of tasks
- Possible areas of responsibilities
- Supervisor’s name
- Time requirements for job
- Qualifications, including needed “level of leadership” and expected growth and development of the volunteer
- Training needed
- Benefits for volunteer
- Other relevant ideas.

If you prefer, you may use the worksheet “Job Description for EFNEP Volunteers,” at the end of this lesson.

NOTES



(Worksheet for professionals or experienced volunteers.)

JOB DESCRIPTION FOR EFNEP VOLUNTEERS

1. What is the job title? Describe what is to be done.

2. *What type of job is it? Describe and suggest the level of leadership needed. (See p. 6-7 of Volunteers—A Challenge for Extension Workers).*

- Where the job is to be done.
- When the job needs to be done.
- Time involved: (each day, week).
- How long the volunteer is expected to work (hours, weeks, months, years).

3. With whom will the volunteer work in doing the job?

4. What person should be called when volunteer is unable to perform responsibilities?

5. What characteristics or qualifications might contribute to the success of the potential volunteer in this job?

- List the skills necessary to do this job.
- State suggested training to help insure success.
- List resources needed to help assure success on the job.

6. How can the cost of doing the job be kept very low for the volunteer?

7. What information can be completed at the time of recruitment? List the following:

- (a) Name of supervisor for volunteers.
- (b) Name of recruiter(s).
- (c) Name of volunteer(s) who accepted the job.
- (d) Date.

NOTES

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